

**AMENDMENT IN THE NATURE OF A SUBSTITUTE
TO H.R. 2211
OFFERED BY MR. GINGREY**

Strike all after the enacting clause and insert the
following:

1 SECTION 1. SHORT TITLE.

2 This Act may be cited as the “Ready to Teach Act
3 of 2003”.

4 SEC. 2. TEACHER QUALITY ENHANCEMENT GRANTS.

5 Part A of title II of the Higher Education Act of
6 1965 (20 U.S.C. 1021 et seq.) is amended to read as fol-
7 lows:

**8 “PART A—TEACHER QUALITY ENHANCEMENT
9 GRANTS FOR STATES AND PARTNERSHIPS**

10 “SEC. 201. PURPOSES; DEFINITIONS.

11 “(a) PURPOSES.—The purposes of this part are to—

12 “(1) improve student academic achievement;

13 “(2) improve the quality of the current and fu-
14 ture teaching force by improving the preparation of
15 prospective teachers and enhancing professional de-
16 velopment activities;

17 “(3) hold institutions of higher education ac-
18 countable for preparing highly qualified teachers;
19 and



1 “(4) recruit qualified individuals, including mi-
2 norities and individuals from other occupations, into
3 the teaching force.

4 “(b) DEFINITIONS.—In this part:

5 “(1) ARTS AND SCIENCES.—The term ‘arts and
6 sciences’ means—

7 “(A) when referring to an organizational
8 unit of an institution of higher education, any
9 academic unit that offers 1 or more academic
10 majors in disciplines or content areas cor-
11 responding to the academic subject matter
12 areas in which teachers provide instruction; and

13 “(B) when referring to a specific academic
14 subject matter area, the disciplines or content
15 areas in which academic majors are offered by
16 the arts and science organizational unit.

17 “(2) EXEMPLARY TEACHER.—The term ‘exem-
18 plary teacher’ has the meaning given such term in
19 section 9101 of the Elementary and Secondary Edu-
20 cation Act of 1965 (20 U.S.C. 7801).

21 “(3) HIGHLY QUALIFIED.—The term ‘highly
22 qualified’ has the meaning given such term in sec-
23 tion 9101 of the Elementary and Secondary Edu-
24 cation Act of 1965 (20 U.S.C. 7801).



1 “(4) HIGH-NEED LOCAL EDUCATIONAL AGEN-
2 CY.—The term “high-need local educational agency”
3 means a local educational agency—

4 “(A)(i)(I) that serves not fewer than
5 10,000 children from families with incomes
6 below the poverty line; or

7 “(II) for which not less than 25 percent of
8 the children served by the agency are from fam-
9 ilies with incomes below the poverty line;

10 “(ii) that is among those serving the high-
11 est number or percentage of children from fam-
12 ilies with incomes below the poverty line in the
13 State, but this clause applies only in a State
14 that has no local educational agency meeting
15 the requirements of clause (i); or

16 “(iii) with a total of less than 600 students
17 in average daily attendance at the schools that
18 are served by the agency and all of whose
19 schools are designated with a school locale code
20 of 7, as determined by the Secretary; and

21 “(B)(i) for which there is a high percent-
22 age of teachers not teaching in the academic
23 subjects or grade levels that the teachers were
24 trained to teach; or



1 “(ii) for which there is a high percentage
2 of teachers with emergency, provisional, or tem-
3 porary certification or licensing.

4 “(5) POVERTY LINE.—The term ‘poverty line’
5 means the poverty line (as defined by the Office of
6 Management and Budget, and revised annually in
7 accordance with section 673(2) of the Community
8 Services Block Grant Act (42 U.S.C. 9902(2))) ap-
9 plicable to a family of the size involved.

10 “(6) PROFESSIONAL DEVELOPMENT.—The
11 term ‘professional development’ has the meaning
12 given such term in section 9101 of the Elementary
13 and Secondary Education Act of 1965 (20 U.S.C.
14 7801).

15 “(7) SCIENTIFICALLY BASED READING RE-
16 SEARCH.—The term ‘scientifically based reading re-
17 search’ has the meaning given such term in section
18 1208 of the Elementary and Secondary Education
19 Act of 1965 (20 U.S.C. 6368).

20 “(8) SCIENTIFICALLY BASED RESEARCH.—The
21 term ‘scientifically based research’ has the meaning
22 given such term in section 9101 of the Elementary
23 and Secondary Education Act of 1965 (20 U.S.C.
24 7801).



1 “(9) TEACHING SKILLS.—The term ‘teaching
2 skills’ means skills that—

3 “(A) are based on scientifically based re-
4 search;

5 “(B) enable teachers to effectively convey
6 and explain subject matter content;

7 “(C) lead to increased student academic
8 achievement; and

9 “(D) use strategies that—

10 “(i) are specific to subject matter;

11 “(ii) include ongoing assessment of
12 student learning;

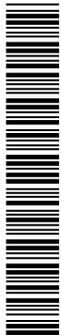
13 “(iii) focus on identification and tai-
14 loring of academic instruction to students’s
15 specific learning needs; and

16 “(iv) focus on classroom management.

17 **“SEC. 202. STATE GRANTS.**

18 “(a) IN GENERAL.—From amounts made available
19 under section 210(1) for a fiscal year, the Secretary is
20 authorized to award grants under this section, on a com-
21 petitive basis, to eligible States to enable the eligible
22 States to carry out the activities described in subsection
23 (d).

24 “(b) ELIGIBLE STATE.—



1 “(1) DEFINITION.—In this part, the term ‘eligi-
2 ble State’ means—

3 “(A) the Governor of a State; or

4 “(B) in the case of a State for which the
5 constitution or law of such State designates an-
6 other individual, entity, or agency in the State
7 to be responsible for teacher certification and
8 preparation activity, such individual, entity, or
9 agency.

10 “(2) CONSULTATION.—The Governor or the in-
11 dividual, entity, or agency designated under para-
12 graph (1) shall consult with the Governor, State
13 board of education, State educational agency, or
14 State agency for higher education, as appropriate,
15 with respect to the activities assisted under this sec-
16 tion.

17 “(3) CONSTRUCTION.—Nothing in this sub-
18 section shall be construed to negate or supersede the
19 legal authority under State law of any State agency,
20 State entity, or State public official over programs
21 that are under the jurisdiction of the agency, entity,
22 or official.

23 “(c) APPLICATION.—To be eligible to receive a grant
24 under this section, an eligible State shall, at the time of



1 the initial grant application, submit an application to the
2 Secretary that—

3 “(1) meets the requirement of this section;

4 “(2) demonstrates that the State is in full com-
5 pliance with sections 207 and 208;

6 “(3) includes a description of how the eligible
7 State intends to use funds provided under this sec-
8 tion;

9 “(4) includes measurable objectives for the use
10 of the funds provided under the grant;

11 “(5) demonstrates the State has submitted and
12 is actively implementing a plan that meets the re-
13 quirements of sections 1111(h)(1)(C)(viii) and 1119
14 of the Elementary and Secondary Education Act of
15 1965 (20 U.S.C. 6311(h)(1)(C)(viii) and 6319); and

16 “(6) contains such other information and assur-
17 ances as the Secretary may require.

18 “(d) USES OF FUNDS.—An eligible State that re-
19 ceives a grant under this section shall use the grant funds
20 to reform teacher preparation requirements, to coordinate
21 with State activities under section 2113(c) of the Elemen-
22 tary and Secondary Education Act of 1965 (20 U.S.C.
23 6613(c)), and to ensure that current and future teachers
24 are highly qualified, by carrying out one or more of the
25 following activities:



1 “(1) REFORMS.—Ensuring that all teacher
2 preparation programs in the State are preparing
3 teachers who are highly qualified, and are able to
4 use advanced technology effectively in the classroom,
5 including use for instructional techniques to improve
6 student academic achievement, by assisting such
7 programs—

8 “(A) to retrain faculty; and

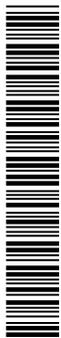
9 “(B) to design (or redesign) teacher prepa-
10 ration programs so they—

11 “(i) are based on rigorous academic
12 content, scientifically based research (in-
13 cluding scientifically based reading re-
14 search), and challenging State student aca-
15 demic content standards; and

16 “(ii) promote strong teaching skills.

17 “(2) CERTIFICATION OR LICENSURE REQUIRE-
18 MENTS.—Reforming teacher certification (including
19 recertification) or licensing requirements to ensure
20 that—

21 “(A) teachers have the subject matter
22 knowledge and teaching skills in the academic
23 subjects that the teachers teach necessary to
24 help students meet challenging State student
25 academic achievement standards; and



1 “(B) such requirements are aligned with
2 challenging State academic content standards.

3 “(3) ALTERNATIVES TO TRADITIONAL TEACHER
4 PREPARATION AND STATE CERTIFICATION.—Pro-
5 viding prospective teachers with alternative routes to
6 State certification and traditional preparation to be-
7 come highly qualified teachers through—

8 “(A) innovative approaches that reduce un-
9 necessary barriers to State certification while
10 producing highly qualified teachers;

11 “(B) programs that provide support to
12 teachers during their initial years in the profes-
13 sion; and

14 “(C) alternative routes to State certifi-
15 cation of teachers for qualified individuals, in-
16 cluding mid-career professionals from other oc-
17 cupations, former military personnel, and recent
18 college graduates with records of academic dis-
19 tinction.

20 “(4) INNOVATIVE PROGRAMS.—Planning and
21 implementing innovative and experimental programs
22 to enhance the ability of institutions of higher edu-
23 cation to prepare highly qualified teachers, such as
24 charter colleges of education or university and local
25 educational agency partnership schools, that—



1 “(A) permit flexibility in meeting State re-
2 quirements as long as graduates, during their
3 initial years in the profession, increase student
4 academic achievement;

5 “(B) provide long-term data gathered from
6 teachers’ performance over multiple years in the
7 classroom on the ability to increase student aca-
8 demic achievement;

9 “(C) ensure high-quality preparation of
10 teachers from underrepresented groups; and

11 “(D) create performance measures that
12 can be used to document the effectiveness of in-
13 novative methods for preparing highly qualified
14 teachers.

15 “(5) MERIT PAY.—Developing, or assisting
16 local educational agencies in developing—

17 “(A) merit-based performance systems that
18 reward teachers who increase student academic
19 achievement; and

20 “(B) strategies that provide differential
21 and bonus pay in high-need local educational
22 agencies to retain—

23 “(i) principals;



1 “(ii) highly qualified teachers who
2 teach in high-need academic subjects, such
3 as reading, mathematics, and science;

4 “(iii) highly qualified teachers who
5 teach in schools identified for school im-
6 provement under section 1116(b) of the
7 Elementary and Secondary Education Act
8 of 1965 (20 U.S.C. 6316(b));

9 “(iv) special education teachers;

10 “(v) teachers specializing in teaching
11 limited English proficient children; and

12 “(vi) highly qualified teachers in
13 urban and rural schools or districts.

14 “(6) **TEACHER ADVANCEMENT.**—Developing, or
15 assisting local educational agencies in developing,
16 teacher advancement and retention initiatives that
17 promote professional growth and emphasize multiple
18 career paths (such as paths to becoming a highly
19 qualified mentor teacher or exemplary teacher) and
20 pay differentiation.

21 “(7) **TEACHER REMOVAL.**—Developing and im-
22 plementing effective mechanisms to ensure that local
23 educational agencies and schools are able to remove
24 expeditiously incompetent or unqualified teachers



1 consistent with procedures to ensure due process for
2 the teachers.

3 “(8) TECHNICAL ASSISTANCE.—Providing tech-
4 nical assistance to low-performing teacher prepara-
5 tion programs within institutions of higher education
6 identified under section 208(a).

7 “(9) TEACHER EFFECTIVENESS.—Developing—

8 “(A) systems to measure the effectiveness
9 of teacher preparation programs and profes-
10 sional development programs; and

11 “(B) strategies to document gains in stu-
12 dent academic achievement or increases in
13 teacher mastery of the academic subjects the
14 teachers teach as a result of such programs.

15 “(10) TEACHER RECRUITMENT AND RETEN-
16 TION.—Undertaking activities that—

17 “(A) develop and implement effective
18 mechanisms to ensure that local educational
19 agencies and schools are able effectively to re-
20 cruit and retain highly qualified teachers; or

21 “(B) are described in section 204(d).

22 “(11) PREKINDERGARTEN TEACHERS.—Devel-
23 oping strategies to improve—

24 “(A) the qualifications of prekindergarten
25 teachers; and



1 “(B) prekindergarten teacher preparation
2 programs.

3 “(e) EVALUATION.—

4 “(1) EVALUATION SYSTEM.—An eligible State
5 that receives a grant under this section shall develop
6 and utilize a system to evaluate annually the effec-
7 tiveness of teacher preparation programs and profes-
8 sional development activities within the State in pro-
9 ducing gains in—

10 “(A) the teacher’s annual contribution to
11 improving student academic achievement, as
12 measured by State academic assessments re-
13 quired under section 1111(b)(3) of the Elemen-
14 tary and Secondary Education Act of 1965 (20
15 U.S.C. 6311(b)(3)); and

16 “(B) teacher mastery of the academic sub-
17 jects they teach, as measured by pre- and post-
18 participation tests of teacher knowledge, as ap-
19 propriate.

20 “(2) USE OF EVALUATION SYSTEM.—Such eval-
21 uation system shall be used by the State to
22 evaluate—

23 “(A) activities carried out using funds pro-
24 vided under this section; and



1 “(B) the quality of its teacher education
2 programs.

3 “(3) PUBLIC REPORTING.—The State shall
4 make the information described in paragraph (1)
5 widely available through public means, such as post-
6 ing on the Internet, distribution to the media, and
7 distribution through public agencies.

8 **“SEC. 203. PARTNERSHIP GRANTS.**

9 “(a) GRANTS.—From amounts made available under
10 section 210(2) for a fiscal year, the Secretary is author-
11 ized to award grants under this section, on a competitive
12 basis, to eligible partnerships to enable the eligible part-
13 nerships to carry out the activities described in subsections
14 (d) and (e).

15 “(b) DEFINITIONS.—

16 “(1) ELIGIBLE PARTNERSHIPS.—In this part,
17 the term ‘eligible partnership’ means an entity
18 that—

19 “(A) shall include—

20 “(i) a partner institution;

21 “(ii) a school of arts and sciences;

22 “(iii) a high-need local educational
23 agency; and

24 “(iv) a public or private educational
25 organization; and



1 “(B) may include a Governor, State edu-
2 cational agency, the State board of education,
3 the State agency for higher education, an insti-
4 tution of higher education not described in sub-
5 paragraph (A), a public charter school, a public
6 or private elementary school or secondary
7 school, a public or private educational organiza-
8 tion, a business, a science-, mathematics-, or
9 technology-oriented entity, a faith-based or
10 community organization, a prekindergarten pro-
11 gram, a teacher organization, an education
12 service agency, a consortia of local educational
13 agencies, or a nonprofit telecommunications en-
14 tity.

15 “(2) PARTNER INSTITUTION.—In this section,
16 the term ‘partner institution’ means an institution of
17 higher education, the teacher training program of
18 which demonstrates that—

19 “(A) graduates from the teacher training
20 program exhibit strong performance on State-
21 determined qualifying assessments for new
22 teachers through—

23 “(i) demonstrating that the graduates
24 of the program who intend to enter the
25 field of teaching have passed all of the ap-



1 plicable State qualification assessments for
2 new teachers, which shall include an as-
3 sessment of each prospective teacher’s sub-
4 ject matter knowledge in the content area
5 or areas in which the teacher intends to
6 teach; or

7 “(ii) being ranked among the highest-
8 performing teacher preparation programs
9 in the State as determined by the State—

10 “(I) using criteria consistent with
11 the requirements for the State report
12 card under section 207(a); and

13 “(II) using the State report card
14 on teacher preparation required under
15 section 207(a); or

16 “(B) the teacher training program requires
17 all the students of the program to participate in
18 intensive clinical experience, to meet high aca-
19 demic standards, and—

20 “(i) in the case of secondary school
21 candidates, to successfully complete an
22 academic major in the subject area in
23 which the candidate intends to teach or to
24 demonstrate competence through a high



1 level of performance in relevant content
2 areas; and

3 “(ii) in the case of elementary school
4 candidates, to successfully complete an
5 academic major in the arts and sciences or
6 to demonstrate competence through a high
7 level of performance in core academic sub-
8 ject areas.

9 “(c) APPLICATION.—Each eligible partnership desir-
10 ing a grant under this section shall submit an application
11 to the Secretary at such time, in such manner, and accom-
12 panied by such information as the Secretary may require.
13 Each such application shall—

14 “(1) contain a needs assessment of all the part-
15 ners with respect to teaching and learning and a de-
16 scription of how the partnership will coordinate with
17 other teacher training or professional development
18 programs, and how the activities of the partnership
19 will be consistent with State, local, and other edu-
20 cation reform activities that promote student aca-
21 demic achievement;

22 “(2) contain a resource assessment that de-
23 scribes the resources available to the partnership,
24 the intended use of the grant funds, including a de-
25 scription of how the grant funds will be fairly dis-



1 tributed in accordance with subsection (f), and the
2 commitment of the resources of the partnership to
3 the activities assisted under this part, including fi-
4 nancial support, faculty participation, time commit-
5 ments, and continuation of the activities when the
6 grant ends; and

7 “(3) contain a description of—

8 “(A) how the partnership will meet the
9 purposes of this part;

10 “(B) how the partnership will carry out
11 the activities required under subsection (d) and
12 any permissible activities under subsection (e);

13 “(C) the partnership’s evaluation plan pur-
14 suant to section 206(b);

15 “(D) how faculty of the teacher prepara-
16 tion program at the partner institution will
17 serve, over the term of the grant, with highly
18 qualified teachers in the classrooms of the high-
19 need local educational agency included in the
20 partnership; and

21 “(E) how the partnership will ensure that
22 teachers in private elementary and secondary
23 schools located in the geographic areas served
24 by an eligible partnership under this section will
25 participate equitably in accordance with section



1 9501 of the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C. 7881).

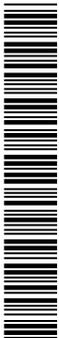
3 “(d) REQUIRED USES OF FUNDS.—An eligible part-
4 nership that receives a grant under this section shall use
5 the grant funds to reform teacher preparation require-
6 ments, to coordinate with State activities under section
7 2113(c) of the Elementary and Secondary Education Act
8 of 1965 (20 U.S.C. 6613(c)), and to ensure that current
9 and future teachers are highly qualified, by carrying out
10 one or more of the following activities:

11 “(1) REFORMS.—Implementing reforms within
12 teacher preparation programs to ensure that such
13 programs are preparing teachers who are highly
14 qualified, and are able to use advanced technology
15 effectively in the classroom, including use for in-
16 structional techniques to improve student academic
17 achievement, by—

18 “(A) retraining faculty; and

19 “(B) designing (or redesigning) teacher
20 preparation programs so they—

21 “(i) are based on rigorous academic
22 content, scientifically based research (in-
23 cluding scientifically based reading re-
24 search), and challenging State student aca-
25 demic content standards; and



1 “(ii) promote strong teaching skills.

2 “(2) CLINICAL EXPERIENCE AND INTER-
3 ACTION.—Providing sustained and high-quality
4 preservice and in-service clinical experience, includ-
5 ing the mentoring of prospective teachers by exem-
6 plary teachers, substantially increasing interaction
7 between faculty at institutions of higher education
8 and new and experienced teachers, principals, and
9 other administrators at elementary schools or sec-
10 ondary schools, and providing support for teachers,
11 including preparation time and release time, for such
12 interaction.

13 “(3) PROFESSIONAL DEVELOPMENT.—Creating
14 opportunities for enhanced and ongoing professional
15 development that improves the academic content
16 knowledge of teachers in the subject areas in which
17 the teachers are certified to teach or in which the
18 teachers are working toward certification to teach,
19 and that promotes strong teaching skills.

20 “(4) TEACHER PREPARATION.—Developing, or
21 assisting local educational agencies in developing,
22 professional development activities that—

23 “(A) provide training in how to teach and
24 address the needs of students with different
25 learning styles, particularly students with dis-



1 abilities, limited English proficient students,
2 and students with special learning needs; and

3 “(B) provide training in methods of—

4 “(i) improving student behavior in the
5 classroom; and

6 “(ii) identifying early and appropriate
7 interventions to help students described in
8 subparagraph (A) learn.

9 “(e) ALLOWABLE USES OF FUNDS.—An eligible
10 partnership that receives a grant under this section may
11 use such funds to carry out the following activities:

12 “(1) ALTERNATIVES TO TRADITIONAL TEACHER
13 PREPARATION AND STATE CERTIFICATION.—Pro-
14 viding prospective teachers with alternative routes to
15 State certification and traditional preparation to be-
16 come highly qualified teachers through—

17 “(A) innovative approaches that reduce un-
18 necessary barriers to teacher preparation while
19 producing highly qualified teachers;

20 “(B) programs that provide support during
21 a teacher’s initial years in the profession; and

22 “(C) alternative routes to State certifi-
23 cation of teachers for qualified individuals, in-
24 cluding mid-career professionals from other oc-
25 cupations, former military personnel, and recent



1 college graduates with records of academic dis-
2 tinction.

3 “(2) DISSEMINATION AND COORDINATION.—

4 Broadly disseminating information on effective prac-
5 tices used by the partnership, and coordinating with
6 the activities of the Governor, State board of edu-
7 cation, State higher education agency, and State
8 educational agency, as appropriate.

9 “(3) MANAGERIAL AND LEADERSHIP SKILLS.—

10 Developing and implementing professional develop-
11 ment programs for principals and superintendents
12 that enable them to be effective school leaders and
13 prepare all students to meet challenging State aca-
14 demic content and student academic achievement
15 standards.

16 “(4) TEACHER RECRUITMENT.—Activities—

17 “(A) to encourage students to become
18 highly qualified teachers, such as extra-
19 curricular enrichment activities; and

20 “(B) activities described in section 204(d).

21 “(5) CLINICAL EXPERIENCE IN SCIENCE, MATH-

22 EMATICS, AND TECHNOLOGY.—Creating opportuni-
23 ties for clinical experience and training, by participa-
24 tion in the business, research, and work environ-
25 ments with professionals, in areas relating to



1 science, mathematics, and technology for teachers
2 and prospective teachers, including opportunities for
3 use of laboratory equipment, in order for the teacher
4 to return to the classroom for at least 2 years and
5 provide instruction that will raise student academic
6 achievement.

7 “(6) COORDINATION WITH COMMUNITY COL-
8 LEGES.—Coordinating with community colleges to
9 implement teacher preparation programs, including
10 through distance learning, for the purposes of allow-
11 ing prospective teachers—

12 “(A) to attain a bachelor’s degree and
13 State certification or licensure; and

14 “(B) to become highly qualified teachers.

15 “(f) SPECIAL RULE.—At least 50 percent of the
16 funds made available to an eligible partnership under this
17 section shall be used directly to benefit the high-need local
18 educational agency included in the partnership. Any entity
19 described in subsection (b)(1)(A) may be the fiscal agent
20 under this section.

21 “(g) CONSTRUCTION.—Nothing in this section shall
22 be construed to prohibit an eligible partnership from using
23 grant funds to coordinate with the activities of more than
24 one Governor, State board of education, State educational



1 agency, local educational agency, or State agency for high-
2 er education.

3 **“SEC. 204. TEACHER RECRUITMENT GRANTS.**

4 “(a) PROGRAM AUTHORIZED.—From amounts made
5 available under section 210(3) for a fiscal year, the Sec-
6 retary is authorized to award grants, on a competitive
7 basis, to eligible applicants to enable the eligible applicants
8 to carry out activities described in subsection (d).

9 “(b) ELIGIBLE APPLICANT DEFINED.—In this part,
10 the term ‘eligible applicant’ means—

11 “(1) an eligible State described in section
12 202(b); or

13 “(2) an eligible partnership described in section
14 203(b).

15 “(c) APPLICATION.—Any eligible applicant desiring
16 to receive a grant under this section shall submit an appli-
17 cation to the Secretary at such time, in such form, and
18 containing such information as the Secretary may require,
19 including—

20 “(1) a description of the assessment that the el-
21 ible applicant, and the other entities with whom
22 the eligible applicant will carry out the grant activi-
23 ties, have undertaken to determine the most critical
24 needs of the participating high-need local edu-
25 cational agencies;



1 “(2) a description of the activities the eligible
2 applicant will carry out with the grant, including the
3 extent to which the applicant will use funds to re-
4 cruit minority students to become highly qualified
5 teachers; and

6 “(3) a description of the eligible applicant’s
7 plan for continuing the activities carried out with
8 the grant, once Federal funding ceases.

9 “(d) USES OF FUNDS.—Each eligible applicant re-
10 ceiving a grant under this section shall use the grant
11 funds—

12 “(1)(A) to award scholarships to help students,
13 such as individuals who have been accepted for their
14 first year, or who are enrolled in their first or second
15 year, of a program of undergraduate education at an
16 institution of higher education, pay the costs of tui-
17 tion, room, board, and other expenses of completing
18 a teacher preparation program;

19 “(B) to provide support services, if needed to
20 enable scholarship recipients to complete postsec-
21 ondary education programs; and

22 “(C) for followup services provided to former
23 scholarship recipients during the recipients first 3
24 years of teaching; or



1 “(2) to develop and implement effective mecha-
2 nisms to ensure that high-need local educational
3 agencies and schools are able effectively to recruit
4 highly qualified teachers.

5 “(e) ADDITIONAL DISCRETIONARY USE OF
6 FUNDS.—In addition to the uses described in subsection
7 (d), each eligible applicant receiving a grant under this
8 section may use the grant funds to develop and implement
9 effective mechanisms to recruit employees from high-de-
10 mand industries, including technology industries, into the
11 teaching profession.

12 “(f) SERVICE REQUIREMENTS.—

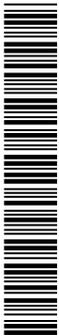
13 “(1) IN GENERAL.—The Secretary shall estab-
14 lish such requirements as the Secretary determines
15 necessary to ensure that recipients of scholarships
16 under this section who complete teacher education
17 programs—

18 “(A) subsequently teach in a high-need
19 local educational agency for a period of time
20 equivalent to—

21 “(i) one year; increased by

22 “(ii) the period for which the recipient
23 received scholarship assistance; or

24 “(B) repay the amount of the scholarship.



1 “(2) USE OF REPAYMENTS.—The Secretary
2 shall use any such repayments to carry out addi-
3 tional activities under this section.

4 “(g) PRIORITY.—The Secretary shall give priority
5 under this section to eligible applicants who provide an
6 assurance that they will recruit a high percentage of mi-
7 nority students to become highly qualified teachers.

8 **“SEC. 205. ADMINISTRATIVE PROVISIONS.**

9 “(a) DURATION; ONE-TIME AWARDS; PAYMENTS.—

10 “(1) DURATION.—

11 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
12 PLICANTS.—Grants awarded to eligible States
13 and eligible applicants under this part shall be
14 awarded for a period not to exceed 3 years.

15 “(B) ELIGIBLE PARTNERSHIPS.—Grants
16 awarded to eligible partnerships under this part
17 shall be awarded for a period of 5 years.

18 “(2) ONE-TIME AWARD.—An eligible partner-
19 ship may receive a grant under each of sections 203
20 and 204, as amended by the Ready to Teach Act of
21 2003, only once.

22 “(3) PAYMENTS.—The Secretary shall make
23 annual payments of grant funds awarded under this
24 part.

25 “(b) PEER REVIEW.—



1 “(1) PANEL.—The Secretary shall provide the
2 applications submitted under this part to a peer re-
3 view panel for evaluation. With respect to each ap-
4 plication, the peer review panel shall initially rec-
5 ommend the application for funding or for dis-
6 approval.

7 “(2) PRIORITY.—In recommending applications
8 to the Secretary for funding under this part, the
9 panel shall—

10 “(A) with respect to grants under section
11 202, give priority to eligible States serving
12 States that—

13 “(i) have initiatives to reform State
14 teacher certification requirements that are
15 based on rigorous academic content, sci-
16 entifically based research, including sci-
17 entifically based reading research, and
18 challenging State student academic content
19 standards;

20 “(ii) include innovative reforms to
21 hold institutions of higher education with
22 teacher preparation programs accountable
23 for preparing teachers who are highly
24 qualified and have strong teaching skills;
25 or



1 “(iii) involve the development of inno-
2 vative efforts aimed at reducing the short-
3 age of highly qualified teachers in high
4 poverty urban and rural areas; and

5 “(B) with respect to grants under section
6 203—

7 “(i) give priority to applications from
8 broad-based eligible partnerships that in-
9 volve businesses and community organiza-
10 tions; and

11 “(ii) take into consideration—

12 “(I) providing an equitable geo-
13 graphic distribution of the grants
14 throughout the United States; and

15 “(II) the potential of the pro-
16 posed activities for creating improve-
17 ment and positive change.

18 “(3) SECRETARIAL SELECTION.—The Secretary
19 shall determine, based on the peer review process,
20 which application shall receive funding and the
21 amounts of the grants. In determining grant
22 amounts, the Secretary shall take into account the
23 total amount of funds available for all grants under
24 this part and the types of activities proposed to be
25 carried out.



1 (c) MATCHING REQUIREMENTS.—

2 “(1) STATE GRANTS.—Each eligible State re-
3 ceiving a grant under section 202 or 204 shall pro-
4 vide, from non-Federal sources, an amount equal to
5 50 percent of the amount of the grant (in cash or
6 in kind) to carry out the activities supported by the
7 grant.

8 “(2) PARTNERSHIP GRANTS.—Each eligible
9 partnership receiving a grant under section 203 or
10 204 shall provide, from non-Federal sources (in cash
11 or in kind), an amount equal to 25 percent of the
12 grant for the first year of the grant, 35 percent of
13 the grant for the second year of the grant, and 50
14 percent of the grant for each succeeding year of the
15 grant.

16 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—
17 An eligible State or eligible partnership that receives a
18 grant under this part may not use more than 2 percent
19 of the grant funds for purposes of administering the grant.

20 **“SEC. 206. ACCOUNTABILITY AND EVALUATION.**

21 “(a) STATE GRANT ACCOUNTABILITY REPORT.—An
22 eligible State that receives a grant under section 202 shall
23 submit an annual accountability report to the Secretary,
24 the Committee on Health, Education, Labor, and Pen-
25 sions of the Senate, and the Committee on Education and



1 the Workforce of the House of Representatives. Such re-
2 port shall include a description of the degree to which the
3 eligible State, in using funds provided under such section,
4 has made substantial progress in meeting the following
5 goals:

6 “(1) PERCENTAGE OF HIGHLY QUALIFIED
7 TEACHERS.—Increasing the percentage of highly
8 qualified teachers in the State as required by section
9 1119 of the Elementary and Secondary Education
10 Act of 1965 (20 U.S.C. 6319).

11 “(2) STUDENT ACADEMIC ACHIEVEMENT.—In-
12 creasing student academic achievement for all stu-
13 dents as defined by the eligible State.

14 “(3) RAISING STANDARDS.—Raising the State
15 academic standards required to enter the teaching
16 profession as a highly qualified teacher.

17 “(4) INITIAL CERTIFICATION OR LICENSURE.—
18 Increasing success in the pass rate for initial State
19 teacher certification or licensure, or increasing the
20 numbers of qualified individuals being certified or li-
21 censed as teachers through alternative programs.

22 “(5) DECREASING TEACHER SHORTAGES.—De-
23 creasing shortages of highly qualified teachers in
24 poor urban and rural areas.



1 “(6) INCREASING OPPORTUNITIES FOR PROFES-
2 SIONAL DEVELOPMENT.—Increasing opportunities
3 for enhanced and ongoing professional development
4 that—

5 “(A) improves the academic content knowl-
6 edge of teachers in the subject areas in which
7 the teachers are certified or licensed to teach or
8 in which the teachers are working toward cer-
9 tification or licensure to teach; and

10 “(B) promotes strong teaching skills.

11 “(7) TECHNOLOGY INTEGRATION.—Increasing
12 the number of teachers prepared effectively to inte-
13 grate technology into curricula and instruction and
14 who use technology to collect, manage, and analyze
15 data to improve teaching, learning, and decision-
16 making for the purpose of increasing student aca-
17 demic achievement.

18 “(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each
19 eligible partnership receiving a grant under section 203
20 shall establish, and include in the application submitted
21 under section 203(c), an evaluation plan that includes
22 strong performance objectives. The plan shall include ob-
23 jectives and measures for—

24 “(1) increased student achievement for all stu-
25 dents as measured by the partnership;



1 “(2) increased teacher retention in the first 3
2 years of a teacher’s career;

3 “(3) increased success in the pass rate for ini-
4 tial State certification or licensure of teachers;

5 “(4) increased percentage of highly qualified
6 teachers; and

7 “(5) increasing the number of teachers trained
8 effectively to integrate technology into curricula and
9 instruction and who use technology to collect, man-
10 age, and analyze data to improve teaching, learning,
11 and decisionmaking for the purpose of improving
12 student academic achievement.

13 “(c) REVOCATION OF GRANT.—

14 “(1) REPORT.—Each eligible State or eligible
15 partnership receiving a grant under section 202 or
16 203 shall report annually on the progress of the eli-
17 gible State or eligible partnership toward meeting
18 the purposes of this part and the goals, objectives,
19 and measures described in subsections (a) and (b).

20 “(2) REVOCATION.—

21 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
22 PPLICANTS.—If the Secretary determines that an
23 eligible State or eligible applicant is not making
24 substantial progress in meeting the purposes,
25 goals, objectives, and measures, as appropriate,



1 by the end of the second year of a grant under
2 this part, then the grant payment shall not be
3 made for the third year of the grant.

4 “(B) ELIGIBLE PARTNERSHIPS.—If the
5 Secretary determines that an eligible partner-
6 ship is not making substantial progress in
7 meeting the purposes, goals, objectives, and
8 measures, as appropriate, by the end of the
9 third year of a grant under this part, then the
10 grant payments shall not be made for any suc-
11 ceeding year of the grant.

12 “(d) EVALUATION AND DISSEMINATION.—The Sec-
13 retary shall evaluate the activities funded under this part
14 and report annually the Secretary’s findings regarding the
15 activities to the Committee on Health, Education, Labor,
16 and Pensions of the Senate and the Committee on Edu-
17 cation and the Workforce of the House of Representatives.
18 The Secretary shall broadly disseminate successful prac-
19 tices developed by eligible States and eligible partnerships
20 under this part, and shall broadly disseminate information
21 regarding such practices that were found to be ineffective.

22 **“SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**
23 **PARE TEACHERS.**

24 “(a) STATE REPORT CARD ON THE QUALITY OF
25 TEACHER PREPARATION.—Each State that receives funds



1 under this Act shall provide to the Secretary annually, in
2 a uniform and comprehensible manner that conforms with
3 the definitions and methods established by the Secretary,
4 a State report card on the quality of teacher preparation
5 in the State, both for traditional certification or licensure
6 programs and for alternative certification or licensure pro-
7 grams, which shall include at least the following:

8 “(1) A description of the teacher certification
9 and licensure assessments, and any other certifi-
10 cation and licensure requirements, used by the
11 State.

12 “(2) The standards and criteria that prospec-
13 tive teachers must meet in order to attain initial
14 teacher certification or licensure and to be certified
15 or licensed to teach particular subjects or in par-
16 ticular grades within the State.

17 “(3) A description of the extent to which the
18 assessments and requirements described in para-
19 graph (1) are aligned with the State’s standards and
20 assessments for students.

21 “(4) The percentage of students who have com-
22 pleted at least 50 percent of the requirements for a
23 teacher preparation program at an institution of
24 higher education or alternative certification program
25 and who have taken and passed each of the assess-

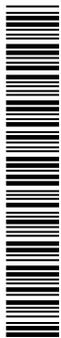


1 ments used by the State for teacher certification and
2 licensure, and the passing score on each assessment
3 that determines whether a candidate has passed that
4 assessment.

5 “(5) The percentage of students who have com-
6 pleted at least 50 percent of the requirements for a
7 teacher preparation program at an institution of
8 higher education or alternative certification program
9 and who have taken and passed each of the assess-
10 ments used by the State for teacher certification and
11 licensure, disaggregated and ranked, by the teacher
12 preparation program in that State from which the
13 teacher candidate received the candidate’s most re-
14 cent degree, which shall be made available widely
15 and publicly.

16 “(6) A description of each State’s alternative
17 routes to teacher certification, if any, and the num-
18 ber and percentage of teachers certified through
19 each alternative certification route who pass State
20 teacher certification or licensure assessments.

21 “(7) For each State, a description of proposed
22 criteria for assessing the performance of teacher
23 preparation programs in the State, including indica-
24 tors of teacher candidate skills and academic content



1 knowledge and evidence of gains in student academic
2 achievement.

3 “(8) For each teacher preparation program in
4 the State, the number of students in the program,
5 the average number of hours of supervised practice
6 teaching required for those in the program, and the
7 number of full-time equivalent faculty and students
8 in supervised practice teaching.

9 “(b) REPORT OF THE SECRETARY ON THE QUALITY
10 OF TEACHER PREPARATION.—

11 “(1) REPORT CARD.—The Secretary shall pro-
12 vide to Congress, and publish and make widely avail-
13 able, a report card on teacher qualifications and
14 preparation in the United States, including all the
15 information reported in paragraphs (1) through (8)
16 of subsection (a). Such report shall identify States
17 for which eligible States and eligible partnerships re-
18 ceived a grant under this part. Such report shall be
19 so provided, published and made available annually.

20 “(2) REPORT TO CONGRESS.—The Secretary
21 shall report to Congress—

22 “(A) a comparison of States’ efforts to im-
23 prove teaching quality; and

24 “(B) regarding the national mean and me-
25 dian scores on any standardized test that is



1 used in more than 1 State for teacher certifi-
2 cation or licensure.

3 “(3) SPECIAL RULE.—In the case of programs
4 with fewer than 10 students who have completed at
5 least 50 percent of the requirements for a teacher
6 preparation program taking any single initial teacher
7 certification or licensure assessment during an aca-
8 demic year, the Secretary shall collect and publish
9 information with respect to an average pass rate on
10 State certification or licensure assessments taken
11 over a 3-year period.

12 “(c) COORDINATION.—The Secretary, to the extent
13 practicable, shall coordinate the information collected and
14 published under this part among States for individuals
15 who took State teacher certification or licensure assess-
16 ments in a State other than the State in which the indi-
17 vidual received the individual’s most recent degree.

18 “(d) INSTITUTION AND PROGRAM REPORT CARDS ON
19 QUALITY OF TEACHER PREPARATION.—

20 “(1) REPORT CARD.—Each institution of higher
21 education or alternative certification program that
22 conducts a teacher preparation program that enrolls
23 students receiving Federal assistance under this Act
24 shall report annually to the State and the general
25 public, in a uniform and comprehensible manner



1 that conforms with the definitions and methods es-
2 tablished by the Secretary, both for traditional cer-
3 tification or licensure programs and for alternative
4 certification or licensure programs, the following in-
5 formation:

6 “(A) PASS RATE.—(i) For the most recent
7 year for which the information is available, the
8 pass rate of each student who has completed at
9 least 50 percent of the requirements for the
10 teacher preparation program on the teacher cer-
11 tification or licensure assessments of the State
12 in which the institution is located, but only for
13 those students who took those assessments
14 within 3 years of receiving a degree from the
15 institution or completing the program.

16 “(ii) A comparison of the institution or
17 program’s pass rate for students who have com-
18 pleted at least 50 percent of the requirements
19 for the teacher preparation program with the
20 average pass rate for institutions and programs
21 in the State.

22 “(iii) A comparison of the institution or
23 program’s average raw score for students who
24 have completed at least 50 percent of the re-
25 quirements for the teacher preparation program



1 with the average raw scores for institutions and
2 programs in the State.

3 “(iv) In the case of programs with fewer
4 than 10 students who have completed at least
5 50 percent of the requirements for a teacher
6 preparation program taking any single initial
7 teacher certification or licensure assessment
8 during an academic year, the institution shall
9 collect and publish information with respect to
10 an average pass rate on State certification or li-
11 censure assessments taken over a 3-year period.

12 “(B) PROGRAM INFORMATION.—The num-
13 ber of students in the program, the average
14 number of hours of supervised practice teaching
15 required for those in the program, and the
16 number of full-time equivalent faculty and stu-
17 dents in supervised practice teaching.

18 “(C) STATEMENT.—In States that require
19 approval or accreditation of teacher education
20 programs, a statement of whether the institu-
21 tion’s program is so approved or accredited,
22 and by whom.

23 “(D) DESIGNATION AS LOW-PER-
24 FORMING.—Whether the program has been des-



1 ignated as low-performing by the State under
2 section 208(a).

3 “(2) REQUIREMENT.—The information de-
4 scribed in paragraph (1) shall be reported through
5 publications such as school catalogs and promotional
6 materials sent to potential applicants, secondary
7 school guidance counselors, and prospective employ-
8 ers of the institution’s program graduates, including
9 materials sent by electronic means.

10 “(3) FINES.—In addition to the actions author-
11 ized in section 487(c), the Secretary may impose a
12 fine not to exceed \$25,000 on an institution of high-
13 er education for failure to provide the information
14 described in this subsection in a timely or accurate
15 manner.

16 “(e) DATA QUALITY.—Either—

17 “(1) the Governor of the State; or

18 “(2) in the case of a State for which the con-
19 stitution or law of such State designates another in-
20 dividual, entity, or agency in the State to be respon-
21 sible for teacher certification and preparation activ-
22 ity, such individual, entity, or agency;

23 shall attest annually, in writing, as to the reliability, valid-
24 ity, integrity, and accuracy of the data submitted pursuant
25 to this section.



1 **“SEC. 208. STATE FUNCTIONS.**

2 “(a) STATE ASSESSMENT.—In order to receive funds
3 under this Act, a State shall have in place a procedure
4 to identify and assist, through the provision of technical
5 assistance, low-performing programs of teacher prepara-
6 tion within institutions of higher education. Such State
7 shall provide the Secretary an annual list of such low-per-
8 forming institutions that includes an identification of
9 those institutions at risk of being placed on such list. Such
10 levels of performance shall be determined solely by the
11 State and may include criteria based upon information col-
12 lected pursuant to this part. Such assessment shall be de-
13 scribed in the report under section 207(a).

14 “(b) TERMINATION OF ELIGIBILITY.—Any institu-
15 tion of higher education that offers a program of teacher
16 preparation in which the State has withdrawn the State’s
17 approval or terminated the State’s financial support due
18 to the low performance of the institution’s teacher prepa-
19 ration program based upon the State assessment described
20 in subsection (a)—

21 “(1) shall be ineligible for any funding for pro-
22 fessional development activities awarded by the De-
23 partment of Education; and

24 “(2) shall not be permitted to accept or enroll
25 any student who receives aid under title IV of this
26 Act in the institution’s teacher preparation program.



1 **“SEC. 209. GENERAL PROVISIONS.**

2 “(a) METHODS.—In complying with sections 207 and
3 208, the Secretary shall ensure that States and institu-
4 tions of higher education use fair and equitable methods
5 in reporting and that the reporting methods do not allow
6 identification of individuals.

7 “(b) SPECIAL RULE.—For each State in which there
8 are no State certification or licensure assessments, or for
9 States that do not set minimum performance levels on
10 those assessments—

11 “(1) the Secretary shall, to the extent prac-
12 ticable, collect data comparable to the data required
13 under this part from States, local educational agen-
14 cies, institutions of higher education, or other enti-
15 ties that administer such assessments to teachers or
16 prospective teachers; and

17 “(2) notwithstanding any other provision of this
18 part, the Secretary shall use such data to carry out
19 requirements of this part related to assessments or
20 pass rates.

21 “(c) LIMITATIONS.—

22 “(1) FEDERAL CONTROL PROHIBITED.—Noth-
23 ing in this part shall be construed to permit, allow,
24 encourage, or authorize any Federal control over any
25 aspect of any private, religious, or home school,
26 whether or not a home school is treated as a private



1 school or home school under State law. This section
2 shall not be construed to prohibit private, religious,
3 or home schools from participation in programs or
4 services under this part.

5 “(2) NO CHANGE IN STATE CONTROL ENCOUR-
6 AGED OR REQUIRED.—Nothing in this part shall be
7 construed to encourage or require any change in a
8 State’s treatment of any private, religious, or home
9 school, whether or not a home school is treated as
10 a private school or home school under State law.

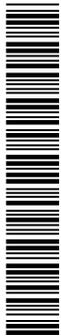
11 “(3) NATIONAL SYSTEM OF TEACHER CERTIFI-
12 CATION PROHIBITED.—Nothing in this part shall be
13 construed to permit, allow, encourage, or authorize
14 the Secretary to establish or support any national
15 system of teacher certification.

16 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

17 “There are authorized to be appropriated to carry out
18 this part \$300,000,000 for fiscal year 2004 and such sums
19 as may be necessary for each of the 4 succeeding fiscal
20 years, of which—

21 “(1) 45 percent shall be available for each fiscal
22 year to award grants under section 202;

23 “(2) 45 percent shall be available for each fiscal
24 year to award grants under section 203; and



1 “(3) 10 percent shall be available for each fiscal
2 year to award grants under section 204.”.

3 **SEC. 3. PREPARING TOMORROW’S TEACHERS TO USE TECH-**
4 **NOLOGY.**

5 (a) **ELIGIBILITY.**—Section 222(a)(3)(D) of the High-
6 er Education Act of 1965 (20 U.S.C. 1042(a)(3)(D)) is
7 amended by inserting “nonprofit telecommunications enti-
8 ty,” after “community based organization,”.

9 (b) **PERMISSIBLE USES OF FUNDS.**—Section
10 223(b)(1)(E) of the Higher Education Act of 1965 (20
11 U.S.C. 1043(b)(1)(E)) is amended to read as follows:

12 “(E) To use technology to collect, manage,
13 and analyze data to improve teaching, learning,
14 and decisionmaking for the purpose of increas-
15 ing student academic achievement.”.

16 (c) **AUTHORIZATION OF APPROPRIATIONS.**—Section
17 224 of the Higher Education Act of 1965 (20 U.S.C.
18 1044) is amended by striking “each of fiscal years 2002
19 and 2003.” and inserting “fiscal year 2004 and each of
20 the 4 succeeding fiscal years.”.

21 **SEC. 4. CENTERS OF EXCELLENCE.**

22 Title II of the Higher Education Act of 1965 (20
23 U.S.C. 1021 et seq.) is amended by adding at the end
24 the following:



1 **“PART C—CENTERS OF EXCELLENCE**

2 **“SEC. 231. PURPOSES; DEFINITIONS.**

3 “(a) PURPOSES.—The purposes of this part are—

4 “(1) to help recruit and prepare teachers, in-
5 cluding minority teachers, to meet the national de-
6 mand for a highly qualified teacher in every class-
7 room; and

8 “(2) to increase opportunities for Americans of
9 all educational, ethnic, class, and geographic back-
10 grounds to become highly qualified teachers.

11 “(b) DEFINITIONS.—As used in this part:

12 “(1) ELIGIBLE INSTITUTION.—The term ‘eligi-
13 ble institution’ means—

14 “(A) an institution of higher education
15 that has a teacher preparation program that
16 meets the requirements of section 203(b)(2)
17 and that is—

18 “(i) a part B institution (as defined in
19 section 322);

20 “(ii) a Hispanic-serving institution (as
21 defined in section 502);

22 “(iii) a Tribal College or University
23 (as defined in section 316);

24 “(iv) an Alaska Native-serving institu-
25 tion (as defined in section 317(b)); or



1 “(v) a Native Hawaiian-serving insti-
2 tution (as defined in section 317(b));

3 “(B) a consortium of institutions described
4 in subparagraph (A); or

5 “(C) an institution described in subpara-
6 graph (A), or a consortium described in sub-
7 paragraph (B), in partnership with any other
8 institution of higher education, but only if the
9 center of excellence established under section
10 232 is located at an institution described in
11 subparagraph (A).

12 “(2) HIGHLY QUALIFIED.—The term ‘highly
13 qualified’ has the meaning given such term in sec-
14 tion 9101 of the Elementary and Secondary Edu-
15 cation Act of 1965 (20 U.S.C. 7801).

16 “(3) SCIENTIFICALLY BASED READING RE-
17 SEARCH.—The term ‘scientifically based reading re-
18 search’ has the meaning given such term in section
19 1208 of the Elementary and Secondary Education
20 Act of 1965 (20 U.S.C. 6368).

21 “(4) SCIENTIFICALLY BASED RESEARCH.—The
22 term ‘scientifically based research’ has the meaning
23 given such term in section 9101 of the Elementary
24 and Secondary Education Act of 1965 (20 U.S.C.
25 7801).



1 **“SEC. 232. CENTERS OF EXCELLENCE.**

2 “(a) PROGRAM AUTHORIZED.—From the amounts
3 appropriated to carry out this part, the Secretary is au-
4 thorized to award competitive grants to eligible institu-
5 tions to establish centers of excellence.

6 “(b) USE OF FUNDS.—Grants provided by the Sec-
7 retary under this part shall be used to ensure that current
8 and future teachers are highly qualified, by carrying out
9 one or more of the following activities:

10 “(1) Implementing reforms within teacher prep-
11 aration programs to ensure that such programs are
12 preparing teachers who are highly qualified and are
13 able to use advanced technology effectively in the
14 classroom, including use for instructional techniques
15 to improve student academic achievement, by—

16 “(A) retraining faculty; and

17 “(B) designing (or redesigning) teacher
18 preparation programs that—

19 “(i) prepare teachers to close student
20 achievement gaps, are based on rigorous
21 academic content, scientifically based re-
22 search (including scientifically based read-
23 ing research), and challenging State stu-
24 dent academic content standards; and

25 “(ii) promote strong teaching skills.



1 “(2) Providing sustained and high-quality
2 preservice clinical experience, including the men-
3 toring of prospective teachers by exemplary teachers,
4 substantially increasing interaction between faculty
5 at institutions of higher education and new and ex-
6 perience teachers, principals, and other administra-
7 tors at elementary schools or secondary schools, and
8 providing support, including preparation time, for
9 such interaction.

10 “(3) Developing and implementing initiatives to
11 promote retention of highly qualified teachers and
12 principals, including minority teachers and prin-
13 cipals, including programs that provide—

14 “(A) teacher mentoring from exemplary
15 teachers or principals; or

16 “(B) induction and support for teachers
17 and principals during their first 3 years of em-
18 ployment as teachers or principals, respectively.

19 “(4) Awarding scholarships based on financial
20 need to help students pay the costs of tuition, room,
21 board, and other expenses of completing a teacher
22 preparation program.

23 “(5) Disseminating information on effective
24 practices for teacher preparation and successful
25 teacher certification test preparation strategies.



1 “(6) Activities authorized under sections 202,
2 203, and 204.

3 “(c) APPLICATION.—Any eligible institution desiring
4 a grant under this section shall submit an application to
5 the Secretary at such a time, in such a manner, and ac-
6 companied by such information the Secretary may require.

7 “(d) MINIMUM GRANT AMOUNT.—The minimum
8 amount of each grant under this part shall be \$500,000.

9 “(e) LIMITATION ON ADMINISTRATIVE EXPENSES.—
10 An eligible institution that receives a grant under this part
11 may not use more than 2 percent of the grant funds for
12 purposes of administering the grant.

13 “(f) REGULATIONS.—The Secretary shall prescribe
14 such regulations as may be necessary to carry out this
15 part.

16 **“SEC. 233. AUTHORIZATION OF APPROPRIATIONS.**

17 “There are authorized to be appropriated to carry out
18 this part \$10,000,000 for fiscal year 2004 and such sums
19 as may be necessary for each of the 4 succeeding fiscal
20 years.”.

21 **SEC. 5. TRANSITION.**

22 The Secretary of Education shall take such actions
23 as the Secretary determines to be appropriate to provide
24 for the orderly implementation of this Act.

